

A Correlation of

**iLit45**



**Level C**

To

**Texas Essential Knowledge and Skills for  
English Language Arts and Reading 2017  
Grade 6**

# A Correlation of iLit 45, Level C to the Texas Essential Knowledge and Skills for English Language Arts and Reading

## Introduction

This document demonstrates how **Pearson iLit 45** meets the objectives of the Texas Essential Knowledge and Skills for English Language Arts and Reading. Correlation references are cited by feature and unit and lesson number.

Pearson's *iLit* is a comprehensive literacy solution designed to produce two or more years of reading growth in a single year. *iLit* is based on a proven instructional model that has produced successful results for students in districts across the country for more than a decade. *iLit* has been carefully crafted to meet the rigors of the Common Core State Standards and prepare students for success on the new assessments. Individual, small group, and whole-class instruction is personalized based on a constant stream of data from a wide range of embedded assessments, including text-based performance tasks.

*iLit* engages students like no other reading program through its vast e-library of high-interest texts, instant coaching and feedback for scaffolded support, engaging activities, and built-in reward systems that motivate students and track their progress.

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<b>§110.22. English Language Arts and Reading, Grade 6, Adopted 2017.</b>	
(b) Knowledge and skills.	
<b>(1) Developing and sustaining foundational language skills:</b> listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	
(A) listen actively to interpret a message, ask clarifying questions, and respond appropriately;	<p>Students engage daily in listening during structured conversations on topics relating to the whole-class anchor texts during Classroom Conversation.</p> <p><u>Peer Conference</u> Unit 1 Lesson 5: Work Time: Peer Conferencing Unit 4 Lesson 28: Work Time: Peer Conference</p> <p><u>Active Listening Routine</u> Unit 1 Lesson 5: Work Time</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 37: Whole-Group Conversation Unit 3 Lesson 9: Small-Group Discussion Unit 5 Lesson 9: Small-Group Discussion</p> <p><u>Ask Questions (examples)</u> Unit 2 Lesson 1: Whole Group Unit 2 Lessons 2, 4, 8: Read Aloud, Think Aloud; Work Time Unit 3 Lessons 7-8: Work Time</p>
(B) follow and give oral instructions that include multiple action steps;	<p>Students have opportunities to follow and give oral instructions during the Classroom Conversation routines for each unit in the iLit program.</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 32: Whole-Group Conversation Unit 2 Lesson 37: Whole-Group Conversation Unit 3 Lesson 2: Small-Group Discussion Unit 3 Lesson 9: Small-Group Discussion Unit 5 Lesson 4: Partner Conversation Unit 5 Lesson 9: Small-Group Discussion</p> <p><u>Peer Conference</u> Unit 1 Lesson 5: Work Time: Peer Conferencing Unit 4 Lesson 28: Work Time: Peer Conference</p>

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<p>(C) give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and</p>	<p><u>Plan, Organize, and Create a Multimedia Presentation (examples)</u> Unit 5 Lesson 2-4: Work Time Unit 5 Lesson 8-9: Work Time</p> <p><u>Present an Opinion Essay</u> Unit 4 Lessons 37: Work Time</p> <p><u>Present a Poem</u> Unit 7 Lessons 4-5: Whole Group; Work Time</p> <p><u>Present Explanatory Essay</u> Unit 6 Lessons 38: Work Time</p> <p><u>Present a Narrative Essay</u> Unit 2 Lessons 37: Work Time</p> <p><u>Reading Fluency Presentations</u> Unit 1 Lesson 4: Work Time</p> <p><u>Interview Presentations</u> Unit 3 Lesson 9: Work Time</p>
<p>(D) participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement.</p>	<p><u>Rules for Conversation Routines</u> Unit 1 Lesson 2: Classroom Conversation</p> <p><u>Collaborative Conversation Routine</u> Unit 1 Lesson 2: Classroom Conversation</p> <p><u>Evaluating Classroom Conversation</u> Unit 1 Lesson 2: Classroom Conversation</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lessons 22, 24, 34: Partner Conversation Unit 3 Lessons 4, 7, 9: Small-Group Discussion Unit 4 Lessons 19, 22: Whole-Group Conversation</p> <p><u>Supplemental Lessons Plans</u> Book Club lessons provide opportunities to read and discuss a variety of grade appropriate selections.</p>

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(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	
(A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;	<p><u>Use a Dictionary and Context to Clarify Word Meaning</u> Unit 6 Lesson 40: Whole Group Unit 6 Lesson 42: Work Time</p> <p><u>Word Origins (examples)</u> Unit 2 Lesson 2, 9, 12–14, 22–23: Vocabulary Unit 4 Lessons 12-14: Vocabulary Unit 6 Lessons 13, 18, 19, 23: Vocabulary</p> <p><u>Syllable Patterns</u> Unit 6 Lessons 7: Vocabulary; Work Time Unit 6 Lesson 10: Vocabulary Unit 6 Lessons 11: Work Time</p>
(B) use context such as definition, analogy, and examples to clarify the meaning of words; and	<p><u>Reading Strategy: Use Context Clues (examples)</u> Unit 2 Lesson 23: Work Time Unit 4 Lesson 25: Whole Group Unit 6 Lesson 8: Whole Group Unit 6 Lesson 20: Whole Group Unit 6 Lessons 25-26: Whole Group</p> <p><u>Use a Dictionary and Context to Clarify Word Meaning</u> Unit 6 Lesson 40: Whole Group Unit 6 Lesson 42: Work Time</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 2 Lessons 21–25: Part 1: Skill 1: Context Clues Unit 3 Lessons 6–10: Part 1: Skill 6: Context Clues Unit 5 Lessons 6–10: Part 1: Skill 16: Context Clues</p> <p>During daily Independent Reading, students use a built-in dictionary to determine and confirm meanings of words and phrases</p>

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<p>(C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as mis/mit, bene, man, vac, scribe/script, and jur/jus.</p>	<p><u>Use Prefixes and Suffixes</u>            Unit 2 Lesson 21-22: Work Time            Unit 2 Lesson 25: Vocabulary            Unit 5 Lesson 6: Vocabulary            Unit 6 Lesson 1: Vocabulary; Work Time            Unit 6 Lesson 2: Work Time            Unit 6 Lesson 5: Work Time            Unit 6 Lesson 11: Work Time            Unit 6 Lesson 16: Vocabulary; Work Time            Unit 6 Lesson 17: Work Time</p> <p><u>Use Greek and Latin Roots</u>            Unit 4 Lesson 21: Vocabulary; Work Time            Unit 4 Lesson 22: Work Time            Unit 4 Lesson 30-31: Work Time</p> <p><u>Assignments - Spelling Study Plan (examples)</u>            Unit 6 Lessons 1–5: Part 2: Skill 17: Prefixes <i>dis-</i>, <i>in-</i>, <i>mis-</i>, <i>re-</i>            Unit 6 Lessons 1–5: Part 3: Skill 18: Suffixes <i>-ful</i>, <i>-ly</i>, <i>-ion</i>            Unit 6 Lessons 1–5: Part 4: Skill 19: Suffixes <i>-less</i>, <i>-ment</i>, <i>-ness</i></p> <p><u>Assignments: Vocabulary Study Plan (examples)</u>            Unit 2 Lessons 21–25: Part 2: Skill 2: Word Parts: Prefixes, Suffixes, and Word Roots            Unit 3 Lessons 6–10: Part 2: Skill 7: Word Parts (Prefixes, Suffixes, and Word Roots)</p>
<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.</p>	<p><u>Fluency (examples)</u>            Unit 2 Lesson 5: Whole Group            Unit 4 Lessons 36, 40: Work Time (Practice Fluent Reading)            Unit 4 Lesson 38: Whole Group (Practice Fluent Reading)            Unit 6 Lessons 5, 15-16: Work Time            Unit 6 Lesson 5, 15: Whole Group</p> <p><u>Supplemental Lessons</u>            Read Aloud: Each selection provides an opportunity to observe student fluency.</p>

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<p>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.</p>	<p>Every day during Read Aloud, Think Aloud and Whole Group, teachers model good reading practice and teach reading strategies and literary elements using a whole-class anchor text. Anchor texts include full-length fiction and short stories. Examples include:</p> <p><u>“Saint Luis Armstrong Beach” (novel)</u> Unit 1 Lessons 2-32</p> <p><u>“Waikiki’s Story” (short story)</u> Unit 2 Lesson 39 Unit 2 Lesson 42</p> <p><u>“Don’t Call Me Hero” (novel; realistic fiction)</u> Unit 4 Lessons 2–33</p> <p><u>“I Want to Unplug” (poem)</u> Unit 7 Lesson 3</p> <p><u>Paraphrase to Monitor Understanding</u> Unit 6 Lesson 19: Work Time</p> <p><u>Reading Strategy (examples)</u> Unit 2 Lesson 2: Read Aloud, Think Aloud; Work Time Unit 2 Lesson 7: Read Aloud, Think Aloud; Work Time</p> <p><u>Library</u> The iLit Student Library, with hundreds of titles, includes a broad range of short stories, dramas, and poems.</p>
<p><b>(5) Comprehension skills:</b> listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>	
<p>(A) establish purpose for reading assigned and self-selected text;</p>	<p><u>Preview and Set Purpose for Reading</u> Unit 4 Lesson 44: Read Aloud, Think Aloud</p> <p><u>Preview Text</u> Unit 4 Lesson 38: Read Aloud, Think Aloud</p> <p><u>Recognize Author’s Purpose (examples)</u> Unit 2 Lessons 33–34: Read Aloud, Think Aloud Unit 4 Lesson 39: Read Aloud, Think Aloud</p>



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(B) generate questions about text before, during, and after reading to deepen understanding and gain information;	<u>Ask Questions (examples)</u> Unit 2 Lesson 38: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 34: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 2: Work Time Unit 6 Lesson 43: Read Aloud, Think Aloud; Work Time
(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;	<u>Predictions (examples)</u> Unit 2 Lesson 26: Work Time Unit 6 Lesson 3: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 9: Read Aloud, Think Aloud; Work Time
(D) create mental images to deepen understanding;	<u>Figurative Language (examples)</u> Unit 2 Lesson 23: Whole Group Unit 2 Lessons 24: Work Time Unit 6 Lessons 9: Read Aloud, Think Aloud  <u>Use Similes to Visualize</u> Unit 2 Lesson 29: Read Aloud, Think Aloud  <u>Connect Images and Ideas</u> Unit 5 Lesson 6: Work Time
(E) make connections to personal experiences, ideas in other texts, and society;	<u>Connect to the Unit Theme</u> Unit 2 Lesson 18: Read Aloud, Think Aloud Unit 4 Lesson 27: Read Aloud, Think Aloud  <u>Reading Strategy: Make Connections</u> Unit 4 Lesson 37: Read Aloud, Think Aloud Unit 5 Lesson 8: Read Aloud, Think Aloud Unit 6 Lesson 6: Whole Group Unit 6 Lesson 7: Read Aloud, Think Aloud
(F) make inferences and use evidence to support understanding;	<u>Make Inferences (examples)</u> Unit 5 Lesson 9: Read Aloud, Think Aloud Unit 6 Lesson 11: Whole Group Unit 6 Lesson 12: Read Aloud, Think Aloud; Work Time

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(G) evaluate details read to determine key ideas;	<p><u>Main Idea and Supporting Details (examples)</u> Unit 6 Lesson 35: Read Aloud, Think Aloud; Whole Group Unit 6 Lessons 37–38: Read Aloud, Think Aloud Unit 6 Lesson 39: Work Time</p> <p><u>Summarize Text (informative/nonfiction)</u> Unit 4 Lesson 40: Whole Group Unit 6 Lesson 22: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 24: Read Aloud, Think Aloud; Work Time</p>
(H) synthesize information to create new understanding; and	<p><u>Synthesize Information and Ideas</u> Unit 6 Lesson 34: Read Aloud, Think Aloud</p> <p><u>Paraphrase and Summarize (examples)</u> Unit 2 Lesson 26: Whole Group Unit 4 Lessons 40, 42: Whole Group</p> <p><u>Analyze Argument</u> Unit 4 Lesson 20: Whole Group</p> <p><u>Plan, Organize, and Create a Multimedia Presentation (examples)</u> Unit 5 Lesson 2-4: Work Time Unit 5 Lesson 8-9: Work Time</p>

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<p>(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p>	<p><u>Paraphrase to Monitor Understanding</u> Unit 6 Lesson 19: Work Time</p> <p><u>Monitor Comprehension</u> Unit 6 Lesson 42: Read Aloud, Think Aloud</p> <p>Every day during Read Aloud, Think Aloud, teachers model good reading practice and teach reading strategies and literary elements using a whole-class anchor text. The strategies are reinforced through the Whole Group and Work Time activities. Examples follow:</p> <p><u>Theme (examples)</u> Unit 2 Lesson 16: Whole Group; Work Time Unit 2 Lesson 16: Read Aloud, Think Aloud Unit 7 Lesson 2: Read Aloud, Think Aloud</p> <p><u>Predictions (examples)</u> Unit 2 Lesson 3: Whole Group Unit 2 Lesson 4: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 19: Read Aloud, Think Aloud</p> <p><u>Assignments: Interactive Readers (examples)</u> The Interactive Readers for each unit include Reading Check questions where teachers and students can monitor comprehension and make adjustments.</p> <p>Unit 2 Lesson 1-5: Awesome Ants!; Holding Back the Desert Unit Lessons 21-25: Safer Energy; The Nature Connection Unit 5 Lessons 1-5: Jobs at the White House; Race to the Moon</p>

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<p><b>(6) Response skills:</b> listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p>	
<p>(A) describe personal connections to a variety of sources, including self-selected texts;</p>	<p><u>Connect to the Unit Theme</u> Unit 2 Lesson 18: Read Aloud, Think Aloud Unit 4 Lesson 27: Read Aloud, Think Aloud</p> <p><u>Reading Strategy: Make Connections</u> Unit 4 Lesson 37: Read Aloud, Think Aloud Unit 5 Lesson 8: Read Aloud, Think Aloud Unit 6 Lesson 6: Whole Group Unit 6 Lesson 7: Read Aloud, Think Aloud</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 9: Partner Discussion Unit 4 Lesson 44: Collaborative Conversation Unit 6 Lesson 44: Collaborative Conversation</p>
<p>(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres;</p>	<p><u>Write a Narrative Essay (examples)</u> Unit 2 Lessons 28-37: Work Time</p> <p><u>Write an Argumentative Essay (examples)</u> Unit 4 Lesson 31, 33: Whole Group Unit 4 Lesson 27, 32-35, 37-38: Work Time</p> <p><u>Write an Explanatory Essay (examples)</u> Unit 6 Lessons 31: Whole Group Unit 6 Lessons: 33-35, 37-38: Work Time</p> <p><u>Assignments</u> Interactive Readers: At the conclusion of the Interactive Readers selections, students use the program to write a summary of what they have just read. Instant feedback is provided for these summaries.</p>

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(C) use text evidence to support an appropriate response;	<p>Students are encouraged to use text evidence as they provide a response after reading different texts.</p> <p><u>Identify and Analyze Theme (examples)</u>            Unit 2 Lesson 16: Whole Group; Work Time            Unit 2 Lesson 16: Read Aloud, Think Aloud            Unit 7 Lesson 2: Read Aloud, Think Aloud</p> <p><u>Main Idea and Supporting Details (examples)</u>            Unit 4 Lessons 44, 49: Read Aloud, Think Aloud            Unit 6 Lesson 35: Read Aloud, Think Aloud; Whole Group; Work Time            Unit 6 Lessons 37–38: Read Aloud, Think Aloud            Unit 6 Lesson 39: Work Time</p> <p><u>Ask Questions</u>            Unit 2 Lesson 38: Read Aloud, Think Aloud; Work Time            Unit 4 Lesson 34: Read Aloud, Think Aloud; Work Time            Unit 5 Lesson 2: Work Time            Unit 6 Lesson 43: Read Aloud, Think Aloud; Work Time</p>
(D) paraphrase and summarize texts in ways that maintain meaning and logical order;	<p><u>Summarize &amp; Paraphrase (examples)</u>            Unit 2 Lesson 26: Whole Group            Unit 4 Lessons 40, 42: Whole Group            Unit 6 Lesson 22: Read Aloud, Think Aloud; Work Time            Unit 6 Lesson 24: Read Aloud, Think Aloud; Work Time</p>
(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	<p><u>Take Notes</u>            Unit 5 Lesson 3: Whole Group            Unit 5 Lesson 5: Small Group: Ask Questions</p> <p><u>Organize Information</u>            Unit 5 Lesson 5: Whole Group</p> <p><u>Compare Information from Different Sources</u>            Unit 4 Lesson 48: Whole Group; Work Time            Unit 4 Lesson 49: Whole Group; Work Time</p>

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<p>(F) respond using newly acquired vocabulary as appropriate;</p>	<p>Students learn new academic vocabulary every week during Vocabulary; review the words daily in context in Read Aloud, Think Aloud; and write daily using the vocabulary words.</p> <p><u>Academic Vocabulary (examples)</u>            Unit 2 Lesson 2-5, 12-14, 22-23, 27-29:            Vocabulary            Unit 4 Lessons 7, 9, 18-19, 27-29, 37-38, 47-49:            Vocabulary            Unit 6 Lessons 2-4, 7, 9, 12-14, 27-29, 37, 39:            Vocabulary</p> <p><u>Using New Vocabulary (examples)</u>            Unit 2 Lesson 9: Wrap Up            Unit 2 Lesson 29: Wrap Up</p> <p><u>Language of Poetry</u>            Unit 7 Lesson 1: Vocabulary</p> <p><u>Vocabulary - Idioms (examples)</u>            Unit 3 Lesson 4: Vocabulary            Unit 6 Lesson 3: Vocabulary</p> <p><u>Classroom Conversation (examples)</u>            Unit 2 Lesson 32: Whole-Group Conversation            Unit 3 Lesson 2: Small-Group Discussion            Unit 5 Lesson 4: Partner Conversation</p> <p><u>Assignments</u>            Interactive Readers: Reading Checkpoints encourage students to understand and use newly acquired vocabulary.</p>

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<p>(G) discuss and write about the explicit or implicit meanings of text;</p>	<p>Throughout the texts students to discuss and write about the explicit or implicit meaning of the texts.</p> <p><u>Identify and Analyze Theme (examples)</u>            Unit 2 Lesson 16: Whole Group; Work Time            Unit 2 Lesson 16: Read Aloud, Think Aloud            Unit 7 Lesson 2: Read Aloud, Think Aloud</p> <p><u>Main Idea and Supporting Details (examples)</u>            Unit 4 Lessons 44, 49: Read Aloud, Think Aloud            Unit 6 Lesson 35: Read Aloud, Think Aloud; Whole Group; Work Time            Unit 6 Lessons 37–38: Read Aloud, Think Aloud            Unit 6 Lesson 39: Work Time</p> <p><u>Assignments</u>            Interactive Readers: At the conclusion of the Interactive Readers selections, students use the program to write a summary of what they have just read. Instant feedback is provided for these summaries.</p>
<p>(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice; and</p>	<p><u>Classroom Conversation (examples)</u>            Unit 2 Lesson 14: Small-Group Discussion            Unit 2 Lesson 32: Whole-Group Conversation            Unit 2 Lesson 37: Whole-Group Conversation            Unit 3 Lesson 9: Small-Group Discussion            Unit 4 Lesson 14: Small Group Conversation            Unit 5 Lesson 9: Small-Group Discussion            Unit 6 Lesson 7: Whole Group Conversation</p> <p><u>Peer Conference</u>            Unit 1 Lesson 5: Work Time: Peer Conferencing            Unit 4 Lesson 28: Work Time: Peer Conference</p> <p><u>Present Multimedia Project</u>            Unit 5 Lesson 2: Work Time: Plan a Multimedia Presentation            Unit 5 Lessons 3-4: Work Time: Research a Multimedia Presentation</p> <p><u>Active Listening Routine</u>            Unit 1 Lesson 5: Work Time</p>

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(Continued) (H) respond orally or in writing with appropriate register, vocabulary, tone, and voice; and	(Continued) <u>Assignments</u> Interactive Readers: At the conclusion of the Interactive Readers selections, students use the program to write a summary of what they have just read. Instant feedback is provided for these summaries.
(I) reflect on and adjust responses as new evidence is presented.	Every day during Read Aloud, Think Aloud, Whole Group, Work Time, and Wrap Up, students read one chapter or section at a time and answer questions. As each chapter is completed students can adjust their responses to the new material. Examples include:  <u>“Saint Luis Armstrong Beach” (novel)</u> Unit 1 Lessons 2-32  <u>“Waikiki’s Story” (short story)</u> Unit 2 Lesson 39 Unit 2 Lesson 42  <u>“Don’t Call Me Hero” (novel; realistic fiction)</u> Unit 4 Lessons 2–33
<b>(7) Multiple genres:</b> listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	
(A) infer multiple themes within and across texts using text evidence;	<u>Compare Theme Across Genres</u> Unit 4 Lesson 41: Whole Group Unit 4 Lesson 42: Whole Group  <u>Analyze Character and Plot</u> Unit 2 Lesson 23: Work Time Unit 3 Lessons 3–4: Work Time Unit 4 Lesson 11: Whole Group Unit 4 Lesson 16: Work Time
(B) analyze how the characters' internal and external responses develop the plot;	<u>Compare and Contrast Characters (examples)</u> Unit 2 Lesson 11: Whole Group Unit 2 Lesson 13: Whole Group



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(C) analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback; and	<u>Analyze Character and Plot</u> Unit 2 Lesson 23: Work Time Unit 3 Lessons 3–4: Work Time Unit 4 Lesson 11: Whole Group Unit 4 Lesson 16: Work Time Unit 4 Lesson 17: Read Aloud, Think Aloud Unit 4 Lesson 29: Read Aloud, Think Aloud Unit 6 Lesson 41: Whole Group
(D) analyze how the setting, including historical and cultural settings, influences character and plot development.	<u>Connect Story Elements</u> Unit 2 Lesson 21: Whole Group  <u>Compare and Contrast Setting</u> Unit 2 Lesson 42: Read Aloud, Think Aloud
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	
(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths;	<u>Introduce Genre: Short Story</u> Unit 2 Lesson 39: Read Aloud, Think Aloud Unit 4 Lesson 42: Read Aloud, Think Aloud Unit 6 Lesson 39: Read Aloud, Think Aloud Unit 6 Lesson 42: Read Aloud, Think Aloud  <u>Introduce Genre: Poetry, Letter, Profile</u> Unit 6 Lesson 34: Read Aloud, Think Aloud  <u>Introduce Genre: Poetry</u> Unit 4 Lesson 38: Read Aloud, Think Aloud Unit 6 Lesson 34: Read Aloud, Think Aloud  <u>Introduce Genre: Memoir</u> Unit 2 Lesson 33: Read Aloud, Think Aloud  <u>Introduce Genre: Greek Myths</u> Unit 4 Lesson 44: Work Time  <u>Compare Theme Across Genres</u> Unit 4 Lesson 41: Whole Group Unit 4 Lesson 42: Whole Group

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(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms;	<p><u>Introduce Genre: Poetry</u> Unit 4 Lesson 38: Read Aloud, Think Aloud Unit 6 Lesson 34: Read Aloud, Think Aloud</p> <p><u>Characteristics and Language of Poetry</u> Unit 7 Lesson 1: Vocabulary; Whole Group; Work Time Unit 7 Lesson 2: Read Aloud, Think Aloud; Work Time</p> <p><u>Reading Poems (examples)</u> Unit 6 Lesson 34: "The King of the United States" Unit 7 Lesson 2: "My Computer Ate My Homework" (poem) Unit 7 Lesson 3: "I Want to Unplug" and "Computer" (poems) Unit 7 Lesson 4: "Gaming" and "What's Real?" (poems)</p> <p><u>Library</u> The iLit Student Library, with hundreds of titles, includes a broad range of poems.</p>
(C) analyze how playwrights develop characters through dialogue and staging;	<p><u>Activity: Elements of Drama</u> Unit 3 Lesson 2: Work Time</p> <p><u>Plot, Character, and Conflict in Drama</u> Unit 3 Lesson 3: Whole Group</p> <p><u>Dialogue in Drama</u> Unit 3 Lesson 5: Whole Group</p> <p><u>Reading a Drama</u> Unit 3 Lessons 1-10: Drama: <i>Deep-Sea Danger</i></p> <p><u>Library – Drama (examples)</u> Romeo and Juliet Antigone A Midsummer Night's Dream Macbeth</p>
(D) analyze characteristics and structural elements of informational text, including: (i) the controlling idea or thesis with supporting evidence;	<p><u>Identify Main Idea (informative examples)</u> Unit 6 Lesson 35: Whole Group; Work Time Unit 6 Lesson 35: Read Aloud, Think Aloud Unit 6 Lesson 38: Read Aloud, Think Aloud Unit 6 Lesson 39: Work Time</p>

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(ii) features such as introduction, foreword, preface, references, or acknowledgements to gain background information; and	<p><u>Genre: Informational Text</u> Unit 6 Lessons 37, 43: Read Aloud, Think Aloud</p> <p><u>Text Features</u> Unit 4 Lesson 44: Read Aloud, Think Aloud</p>
(iii) organizational patterns such as definition, classification, advantage, and disadvantage;	<p><u>Cause and Effect (examples)</u> Unit 2 Lesson 38: Read Aloud, Think Aloud Unit 6 Lesson 3: Whole Group Unit 6 Lesson 4: Read Aloud, Think Aloud Unit 6 Lesson 8: Read Aloud, Think Aloud Unit 6 Lesson 13: Read Aloud, Think Aloud</p> <p><u>Compare and Contrast</u> Unit 6 Lesson 29: Read Aloud, Think Aloud Unit 6 Lesson 32: Read Aloud, Think Aloud</p> <p><u>Analyze Text Structure</u> Unit 4 Lessons 44–45: Work Time Unit 4 Lessons 47–49: Read Aloud, Think Aloud</p> <p><u>Genre: Informational Text</u> Unit 6 Lessons 37, 43: Read Aloud, Think Aloud</p>
<b>(E) analyze characteristics and structures of argumentative text by:</b>	
(i) identifying the claim;	<p><u>Analyze Argument</u> Unit 4 Lesson 20: Whole Group</p>
(ii) explaining how the author uses various types of evidence to support the argument; and	<p><u>Analyze Argument</u> Unit 4 Lesson 20: Whole Group</p> <p><u>Supporting Opinions</u> Unit 6 Lesson 27: Read Aloud, Think Aloud</p>
(iii) identifying the intended audience or reader; and	<p>Students explore the intended audience when they plan an argumentative paragraph.</p> <p><u>Plan an Argumentative Paragraph</u> Unit 4 Lesson 21 : Whole Group Unit 4 Lesson 22: work Time</p> <p><u>Assignments</u> Unit 4: Lessons 31-35: Write an Argumentative Essay: Prewriting: Audience</p>

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(F) analyze characteristics of multimodal and digital texts.; and	<p>The iLit Student Library, with hundreds of titles, includes a broad range of information articles, short stories, dramas, and poems. The easy to use digital library includes a dictionary and audio examples of words, translation to various languages, and an active table of contents.</p> <p><u>For examples of the iLit Library</u>            Dictionary of Geographic Terms            Dictionary of Forces, Matter, and Energy            Romeo and Juliet            Antigone            A Midsummer Night’s Dream            Macbeth            Bad Mon            The Diary            Tales of Edgar Allen Poe            Brothers            He Stood</p>
<p><b>(9) Author’s purpose and craft:</b> listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	
(A) explain the author’s purpose and message within a text;	<p><u>Recognize Author’s Purpose (examples)</u>            Unit 2 Lessons 33–34: Read Aloud, Think Aloud            Unit 4 Lesson 39: Read Aloud, Think Aloud            Unit 5 Lesson 7: Read Aloud, Think Aloud            Unit 6 Lesson 30: Whole Group            Unit 6 Lesson 33: Read Aloud, Think Aloud</p> <p><u>Preview a Text and Set a Purpose for Reading</u>            Unit 6 Lesson 1: Whole Group</p>
(B) analyze how the use of text structure contributes to the author’s purpose;	<p><u>Analyze Text Structure</u>            Unit 4 Lessons 44–45: Work Time            Unit 4 Lessons 47–49: Read Aloud, Think Aloud</p> <p><u>Text Features</u>            Unit 4 Lesson 44: Read Aloud, Think Aloud</p> <p><u>Genre: Informational Text</u>            Unit 6 Lessons 37, 43: Read Aloud, Think Aloud</p> <p><u>Preview Text</u>            Unit 2 Lesson 38: Whole Group            Unit 4 Lesson 36: Whole Group            Unit 4 Lesson 39: Work Time            Unit 6 Lesson 2: Read Aloud, Think Aloud</p>

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(C) analyze the author's use of print and graphic features to achieve specific purposes;	<u>Text Features</u> Unit 4 Lesson 44: Read Aloud, Think Aloud
(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes;	<u>Figurative Language</u> Unit 2 Lesson 23: Whole Group Unit 2 Lessons 24: Work Time Unit 6 Lessons 9: Read Aloud, Think Aloud Unit Lessons 2-3: Work Time  <u>Understand Similes</u> Unit 2 Lesson 29: Read Aloud, Think Aloud  <u>Language of Poetry</u> Unit 7 Lesson 1: Vocabulary  <u>Vocabulary - Idioms (examples)</u> Unit 3 Lesson 4: Vocabulary Unit 6 Lesson 3: Vocabulary
(E) identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose;	<u>Identify Point of View</u> Unit 4 Lesson 30: Whole Group  Also see: <u>Compare and Contrast Characters (examples)</u> Unit 2 Lesson 11: Whole Group Unit 2 Lesson 13: Whole Group Unit 2 Lesson 14: Whole Group Unit 2 Lesson 22: Whole Group Unit 4 Lesson 2: Read Aloud, Think Aloud
(F) analyze how the author's use of language contributes to mood and voice; and	<u>Analyze Word Choice, Tone, and Meaning</u> Unit 6 Lesson 26: Whole Group Unit 6 Lesson 27: Work Time  Also see: <u>Language of Poetry</u> Unit 7 Lesson 1: Vocabulary
(G) explain the differences between rhetorical devices and logical fallacies.	Students can examine rhetorical appears with the following:  <u>Analyze Argument</u> Unit 4 Lesson 20: Whole Group  <u>Analyze an Oral Argument; Listen to a Speech</u> Unit 4 Lesson 28: Whole Group  <u>Opinion Speech</u> Unit 4 Lesson 36: Work Time

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<p><b>(10) Composition:</b> listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	
<p>(A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests;</p>	<p><u>Plan Writing (examples)</u>            Unit 2 Lesson 8: Read Aloud, Think Aloud; Whole Group; Work Time            Unit 2 Lesson 18: Whole Group; Work Time            Unit 3 Lessons 6–7: Work Time            Unit 4 Lesson 18: Whole Group; Work Time</p> <p><u>Assignments</u>            Unit 2 Lessons 26–30: Plan a Narrative Essay            Unit 2 Lessons 31–35: Write a Narrative Essay (Prewriting)            Unit 4 Lessons 31–35: Plan an Argumentative Essay            Unit 4 Lessons 31–35: Write an Argumentative Essay (Prewriting)            Unit 6 Lessons 31–35: Prewrite and Brainstorm            Unit 6 Lessons 31–35: Write an Explanatory Essay (Prewriting)</p> <p><u>Teacher’s Resources – iLit Writing Handbook</u>            Know Your Audience, 16</p>
<p>(B) develop drafts into a focused, structured, and coherent piece of writing by:</p>	
<p>(i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and</p>	<p><u>Plan Writing (examples)</u>            Unit 2 Lesson 8: Read Aloud, Think Aloud; Whole Group; Work Time            Unit 2 Lesson 18: Whole Group; Work Time            Unit 3 Lessons 6–7: Work Time            Unit 4 Lesson 18: Whole Group; Work Time            Unit 6 Lesson 31: Whole Group</p> <p><u>Plan Sequence for Narrative Essay</u>            Unit 2 Lesson 32: Work Time</p> <p><u>Assignments (examples)</u>            Unit 2 Lessons 6–10: Plan an Informative Paragraph            Unit 2 Lessons 26–30: Plan a Narrative Essay            Unit 6 Lessons 11–15: Plan an Explanatory Paragraph            Unit 4 Lessons 31–35: Plan an Argumentative Essay</p>

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(ii) developing an engaging idea reflecting depth of thought with specific facts and details;	<p><u>Plan Writing (examples)</u>            Unit 2 Lesson 8: Read Aloud, Think Aloud; Whole Group; Work Time            Unit 2 Lesson 18: Whole Group; Work Time            Unit 3 Lessons 6–7: Work Time            Unit 4 Lesson 18: Whole Group; Work Time            Unit 6 Lesson 31: Whole Group</p> <p><u>Assignments (examples)</u>            Unit 6 Lessons 31-35: Prewrite and Brainstorm            Unit 6 Lessons 11–15: Plan an Explanatory Paragraph            Unit 4 Lessons 31–35: Plan an Argumentative Essay            Unit 4 Lessons 31–35: Write an Argumentative Essay (Prewriting)</p>
(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety;	<p><u>Writing Activities</u>            Unit 2 Lessons 18–20, 28-37: Students Plan, Write, and Revise a Narrative Essay</p> <p>Unit 2 Lessons 13-15: Work Time; Unit 4 Lessons 18-20: Work Time; Unit 6 Lessons 14-15: Work Time: Students Plan, Write, and Revise an Explanatory Essay</p> <p>Unit 4 Lesson 21: Whole Group; Unit 4 Lessons 22–24: Work Time; Unit 4 Lesson 31, 32-38: Students Plan, Write, and Revise an Multimedia Project</p>
(D) edit drafts using standard English conventions, including:	
(i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;	<p><u>Assignments: Grammar Study Plan</u>            Unit 3 Lessons 1–5: Part 5: Skill 10: Subject-Verb Agreement</p> <p><u>Professional Learning Community</u>            Teacher Resources: See all Language Conventions Practice Guide: Subject Verb Agreement, 67-69</p>

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(ii) consistent, appropriate use of verb tenses;	<p><u>Verb Tenses (examples)</u> Unit 2 Lesson 26: Work Time Unit 4 Lesson 19: Read Aloud, Think Aloud Unit 4 Lesson 22: Read Aloud, Think Aloud</p> <p><u>Assignments - Grammar Study Plan</u> Unit 3 Lessons 1–5: Part 2: Skill 7: Verb Tenses Unit 3 Lessons 1–5: Part 3: Skill 8: Consistent Verb Tenses</p> <p><u>Professional Learning Community</u> Teacher Resources: See all Language Conventions Practice Guide: Verb Tenses, 39–55 Teacher Resources: Newcome Grammar Workbook, Verb Tenses, 17–23, 55–63</p>
(iii) conjunctive adverbs;	<p><u>Understand Adverb Phrases</u> Unit 4 Lesson 14: Read Aloud, Think Aloud</p> <p><u>Professional Learning Community</u> Teacher Resources: See all Language Conventions Practice Guide: Adverbs, 89–96</p>
(iv) prepositions and prepositional phrases and their influence on subject-verb agreement;	<p><u>Prepositions (examples)</u> Unit 6 Lesson 3: Read Aloud , Think Aloud Unit 6 Lesson 12: Read Aloud , Think Aloud</p> <p><u>Professional Learning Community</u> Teacher Resources: See all Language Conventions Practice Guide: Prepositions, 97–99 Teacher Resources: Newcome Grammar Workbook, Prepositions, 24</p>
(v) pronouns, including relative;	<p><u>Professional Learning Community</u> Teacher Resources: See all Language Conventions Practice Guide: Pronouns, 18–29 Teacher Resources: Newcome Grammar Workbook, Pronouns, 16, 34</p>
(vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor;	<p><u>Conjunctions (examples)</u> Unit 4 Lesson 27: Read Aloud, Think Aloud</p> <p><u>Professional Learning Community</u> Teacher Resources: See all Language Conventions Practice Guide: Conjunctions 100–101</p>



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(vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations;	<u>Professional Learning Community</u> Teacher Resources: See all Language Conventions Practice Guide: Proper Nouns; Capital Letters, 113–115
(viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements; and	<u>Professional Learning Community</u> Teacher Resources: See all Language Conventions Practice Guide: Punctuation, 116–134
(ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and	<u>Professional Learning Community</u> Teacher Resources: See all Language Conventions Practice Guide: Avoiding Common Usage Problems, 145
(E) publish written work for appropriate audiences.	<u>Write a Narrative Essay (examples)</u> Unit 2 Lessons 28-37: Work Time  <u>Write an Argumentative Essay (examples)</u> Unit 4 Lesson 31, 33: Whole Group Unit 4 Lesson 27, 32-35, 37-38: Work Time  <u>Write an Explanatory Essay (examples)</u> Unit 6 Lessons 31: Whole Group Unit 6 Lessons: 33-35, 37-38: Work Time  <u>Assignments</u> Unit 2 Lessons 31–35: Write a Narrative Essay (Publishing) Unit 4 Lessons 31–35: Write an Argumentative Essay (Publishing) Unit 6 Lessons 31–35: Write an Explanatory Essay (Publishing)  <u>Professional Learning Community</u> Teacher Resources: Handwriting Models & Letter Formation: Handwriting Guide

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(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	
(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;	<p><u>Write a Narrative (examples)</u> Unit 2 Lessons 18-20: Work Time Unit 2 Lessons 28-37: Work Time Unit 3 Lessons 6-10: Extra Practice Unit 6 Lessons 3-45: Work Time</p> <p><u>Write a Poem (examples)</u> Unit 7 Lesson 3: Whole Group, Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 16–20: Plan a Narrative Paragraph Unit 2 Lessons 16–20: Write a Narrative Paragraph Unit 2 Lessons 26–30: Plan a Narrative Essay Unit 2 Lessons 31–35: Write a Narrative Essay Unit 6 Lessons 1–5: Plan a Narrative Paragraph Unit 6 Lessons 1–5: Write a Narrative Paragraph</p>
(B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft;	<p><u>Informative Writing (example)</u> Unit 2 Lessons 8-10: Work Time</p> <p><u>Write an Explanatory Paragraph (examples)</u> Unit 2 Lessons 13-15: Work Time Unit 4 Lessons 18-20: Work Time Unit 6 Lessons 14-15: Work Time Unit 6 Lesson 31: Whole Group Unit 6 Lessons 33-34, 35, 37-38: Work Time</p> <p><u>Assignments</u> Unit 2 Lessons 6–10: Plan an Informative Paragraph Unit 2 Lessons 11–15: Plan an Explanatory Paragraph Unit 4 Lessons 16–20: Plan an Explanatory Paragraph Unit 4 Lessons 16–20: Write an Explanatory Paragraph Unit 6 Lessons 6–10: Write an Informative Paragraph Unit 6 Lessons 11–15: Plan an Explanatory Paragraph Unit 6 Lessons 11–15: Write an Explanatory Paragraph Unit 6 Lessons 31–35: Write an Explanatory Essay</p>

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(C) compose multi-paragraph argumentative texts using genre characteristics and craft; and	<p><u>Argumentative Writing (examples)</u> Unit 4 Lesson 21, 31, 33: Whole Group Unit 4 Lesson 22-24, 27, 32-35, 37-38: Work Time Unit 6 Lessons 23-26: Work Time</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 21–25: Plan an Argumentative Paragraph Unit 4 Lessons 21–25: Write an Argumentative Paragraph Unit 4 Lessons 31–35: Write an Argumentative Essay Unit 6 Lessons 21–25: Plan an Argumentative Paragraph Unit 6 Lessons 21–25: Write an Argumentative Paragraph</p>
(D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.	<p>For supporting content please see:</p> <p><u>Argumentative Writing (examples)</u> Unit 4 Lesson 21, 31, 33: Whole Group Unit 4 Lesson 22-24, 27, 32-35, 37-38: Work Time Unit 6 Lessons 23-26: Work Time</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 21–25: Plan an Argumentative Paragraph Unit 4 Lessons 21–25: Write an Argumentative Paragraph Unit 4 Lessons 31–35: Write an Argumentative Essay Unit 6 Lessons 21–25: Plan an Argumentative Paragraph Unit 6 Lessons 21–25: Write an Argumentative Paragraph</p>
<b>(12) Inquiry and research:</b> listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	
(A) generate student-selected and teacher-guided questions for formal and informal inquiry;	<p><u>Ask Questions for Research Project</u> Unit 5 Lesson 1: Whole Group Unit 5 Lesson 2: Read Aloud, Think Aloud</p> <p><u>Plan, Organize, and Create a Multimedia Presentation (examples)</u> Unit 5 Lesson 2-4: Work Time Unit 5 Lesson 8-9: Work Time</p> <p><u>Assignments</u> Unit 5 Lessons 6-10: Research Project</p>

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(B) develop and revise a plan;	<u>Research Plan</u> Unit 5 Lesson 1: Whole Group  <u>Plan, Organize, and Create a Multimedia Presentation (examples)</u> Unit 5 Lesson 2-4: Work Time Unit 5 Lesson 8-9: Work Time  <u>Choose a Topic/Brainstorm Topic Ideas</u> Unit 5 Lesson 1: Whole Group, Work Time Unit 5 Lesson 2: Work Time
(C) refine the major research question, if necessary, guided by the answers to a secondary set of questions;	<u>Ask a Research Question</u> Unit 5 Lesson 1: Whole Group Unit 5 Lesson 2: Read Aloud, Think Aloud, Work Time Unit 5 Lesson 3: Work Time
(D) identify and gather relevant information from a variety of sources;	<u>List of Places to Find Sources</u> Unit 5 Lesson 1: Wrap Up: Extend Activity Unit 5 Lesson 2: Read Aloud, Think Aloud  <u>Evaluate Reliability of Sources</u> Unit 5 Lesson 3: Work Time, Whole Group, Wrap Up: Extend Activity  <u>Find Additional Sources/Visuals</u> Unit 5 Lesson 5: Wrap Up: Extend Activity Unit 5 Lesson 6: Wrap Up: Extend Activity
(E) differentiate between primary and secondary sources;	<u>Format for Citing a Source</u> Unit 5 Lesson 3: Whole Group Unit 5 Lesson 4: Read Aloud, Think Aloud  <u>Evaluate Reliability of Sources</u> Unit 5 Lesson 3: Work Time, Whole Group, Wrap Up: Extend Activity
(F) synthesize information from a variety of sources;	<u>List of Places to Find Sources</u> Unit 5 Lesson 1: Wrap Up: Extend Activity Unit 5 Lesson 2: Read Aloud, Think Aloud  <u>Find Additional Sources/Visuals</u> Unit 5 Lesson 5: Wrap Up: Extend Activity Unit 5 Lesson 6: Wrap Up: Extend Activity  <u>Create Visuals</u> Unit 5 Lesson 7: Work Time

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(G) differentiate between paraphrasing and plagiarism when using source materials;	<u>Paraphrasing Source</u> Unit 5 Lesson 3: Whole Group Activity Unit 5 Lesson 4: Work Time  <u>Avoid Plagiarism</u> Unit 5 Lesson 4: Read Aloud, Think Aloud
(H) examine sources for:	
(i) reliability, credibility, and bias; and	<u>Evaluate Reliability of Sources</u> Unit 5 Lesson 3: Work Time, Whole Group, Wrap Up: Extend Activity
(ii) faulty reasoning such as hyperbole, emotional appeals, and stereotype;	For supporting content please see:  <u>Author's Purpose</u> Unit 5 Lesson 7: Read Aloud, Think Aloud  <u>Evaluate Reliability of Sources</u> Unit 5 Lesson 3: Work Time, Whole Group, Wrap Up: Extend Activity
(I) display academic citations and use source materials ethically; and	<u>Format for Citing a Source</u> Unit 5 Lesson 3: Whole Group Unit 5 Lesson 4: Read Aloud, Think Aloud
(J) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	<u>Create Visuals</u> Unit 5 Lesson 7: Work Time  <u>Plan Presentation</u> Unit 5 Lesson 8: Whole Group, Work Time  <u>Finalize the Presentation</u> Unit 5 Lesson 9: Work Time